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ABSTRACT

These papers examine concerns about design and technology teaching. There are 14 papers in four parts. Part 1, "Issues of Definition," includes (1) "The Challenge for Design and Technology Education" (Jim Morley); (2) "How Can We Meet the Challenges Posed by a New Model of Practical Scholarship?" (Jim Morley); (3) "Designing: What Does it Mean at Key Stages 2 and 3?" (Melanie Fasciato); and (4) "The Educational Value of Making" (Rachel Mason and Nicholas Houghton). Part 2, "Issues in the Classroom," includes (5) "How Should Current Technologies Be Implemented in the Design and Technology Curriculum?" (Tony Hodgson); (6) "Information and Communication Technology: Supporting Quality in Design and Technology?" (Torben Steeg); (7) "Issues in Planning Design and Technology at Key Stages 1 and 2" (Su Sayers); and (8) "Assessment in Design and Technology: Authenticity and Management Issues" (Kay Stables). Part 3, "Issues in the School Context," includes (9) "Boys' Performance in Design and Technology: The Context and the Issues" (David Spendlove); and (10) "Is Gender Still on the Agenda as an Issue for Design and Technology?" (Su Sayers). Part 4, "Issues Beyond the School," includes (11) "What Has Ethics to Do With Design and Technology Education?" (Steve Keirl); (12) "Values and Attitudes in Design and Technology" (Mike Martin); (13) "Links with Industry: To What Extent is it Possible to Establish Effective Links to Benefit all Partners?" (Sue Shore); and (14) "The Professional Nature of Teaching: Issues for Design and Technology Teachers" (Diana Burton and Steve Bartlett). Individual papers contain references. (Contains 31 figures and 6 tables.) (SM)

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